CHAPTER 1

INTRODUCTION
CHAPTER - I

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"First say to yourself what you would be, and then do what you have to do" - Epictetus Discourses.

When an individual joins in school, one has no choice. When a child comes out of the cocoon of the school, he had to face grim reality of the world outside. There are courses of action to be considered, options to be made, careers to be planned. One has to forget old fairy tales and stero-typed 'bolly-wood' fantasies, and coolly and objectively survey the lay of the land ahead of him.

In planning ones life, it is necessary to neither avoid over-confidence or exaggerated ideas of ones competence as much as diffidence nor underestimate ones ability.

The great Hanuman could not realize the power till others reminded about them. Lord Hanuman did not venture to leap across the sea to Lanka till many admirers pointed out that he was the child of the god of the winds. Correct self-appraisal and self-confidence hold the key to any planning in life. Life is not a gamble; if the best has eluded the second best should be tried. One has to remember the song "Hey, sirrah, sirrah whatever will be, will be."
Success is not possible in life without hard work and sustained effort nothing can ever be achieved without determination, application; honesty and a sense of realism. But realism should not be confused with cynicism or an inferiority complex. Life is not a bed of roses. But it is also not all thorns and snares. It is a challenge. One should not waste time in mere self pity or morbid complaints about others. Parents are the right persons who guide their children. If they fail to do so then educational and vocational counselors are available to resolve the differences and guide in the right direction.

1.0.0. CAREER DETERMINENTS

A Career determines people's lifestyle and the work environment, routine, earnings, job style, comfort, challenges, physical exertion etc.

When an individual is making an occupational choice they is deciding a way of life, a lifestyle. One must be clear about the expectations from the job- power, money, status, discipline, command, or challenge. Unflagging involvement comes with interest and reinforcements come in the form of promotion, monetary incentives, Recognition and involvement. Progress comes with determination as well as concerted effort. Success leads to what is generally termed as 'job-satisfaction'. In choosing a career it is important to know about self and what you want from your profession.
1.1.0. CHANGING TRENDS IN CAREER CHOICE

The world of work is in a state of flux. Specialization within each profession has taken over from the general list. Gone are the days when grand father's profession was handed down through generations, and the family torch had to be carried forward. It is an age of self-identity and self-expression.

Making Choice—occupational Selection:-

Every one aspires to choose the right kind of profession. There is crying need in every human being to use their talents and give expression to his personality. Yet many young people stumble or just drift into a job giving little thought to the consequences. They make career decisions for superficial reasons and land up with inappropriate career choices resulting in dissatisfaction and unhappiness. People make poor work choices because they take up jobs without taking themselves into consideration. i.e., Without assessing their aptitudes, interests, and personality. They take-up courses and careers for only some superfluous reasons, e.g. under their friends influence, or to suit their parent's desires or to take the easiest available opportunity.

When reasons are not at all related to self-knowledge and personal needs, choices tend to be distorted. The ultimate consequence of a poor choice in careers results in dissatisfaction and frustration. Dissatisfaction leads to unhappiness, boredom, stress and physiological threats.
Work is a major source of personal identity. While making work choices, one should select those kinds of work where the combinations of aptitude, interest, and personality are strong assets. However, work choices also depend on the opportunity, the urgent needs of the individual at that time. Nevertheless, even in such situation, the individual should not allow themselves to 'give up'. He should wait, watch, and be alert, for opportunities to make purposive change and adaptations. This is the 'secret' of all those who rose from the bottom to the top.

Awareness of one's 'true' motivations, aspirations, dreams, strengths, aptitudes, interests, likes, dislikes, limitations and weakness are essential. This awareness must be as specific as possible. It must back by actual evidences, i.e., by actual achievements and behaviour and, if required, supplemented by objective test-results and professional assessments. If an individual accepts a job through a conscious process of assessment, one is less likely to be disappointed and disillusioned later. Choosing the right career or making right occupational choice needs correct occupational information.

1.2.0. OCCUPATIONAL INFORMATION - AIMS, NATURE

It is the accurate and usable information about jobs and occupations. It refers to facts concerning the importance of vocations, entrance requirements, opportunities for promotion, health and accident hazards, compensation, and other working conditions that are usually met in specific vocation or related groups of vocations.
Aims of occupational information:

- To help pupils to secure meaningful educational experiences through understanding their role in the world of work.
- To help pupils to mature in vocational understanding.
- To help pupils to make a suitable vocational selection, preparation, placement, and adjustment.

Occupational information should be given concerning the following items.

- Nature of occupation – its duties and responsibilities.
- Importance of occupation
- Special mental and other abilities required for the job
- Special educational achievements and training required for the job
- Method of entering into the occupation.
- Restrictions for joining the profession - medical fitness, educational qualifications, age, sex, nationality etc.
- Service conditions.
- Special concessions given
- General trend of the employment.
- Average income – starting salary, upper ceiling, and increments.
• Chances of promotion and advancement.

• Pension and other facilities.

• Relation with social progress.

Occupational information is essential because students make the following mistakes in choosing a career.

1.3.0. COMMON MISTAKES IN OCCUPATIONAL CHOICE

• Selecting an occupation that requires mental ability above than that of the student.

• Choosing an occupation that has limited employment potential.

• Choosing an occupation for which the student does not possess essential skills.

• Choosing an occupation for which the required level of skill cannot be achieved.

• Choosing an occupation for which the individual does not have the appropriate characteristic of personality.

• Choosing an occupation without the required physical strength and endurance.

• Choosing an occupation because of its glamour.
• Choosing an occupation without giving due attention to its financial aspects.

• Choosing an occupation which is already over-flooded.

• Choosing an occupation on the basis of parent's wishes and ambitions.

Hence there is an urgent need for guidance and occupational information services.

Need and importance of occupational information services:

• To make wise and effective vocational choice

• To comprehend rapidly changing social and economic structure.

• For educational planning.

• To plan community programmes

Making right occupational choice is not an easy task. A number of factors effect occupational choice of an individual. Like mental ability, skills, level of attainment, personality traits, physical strength, self confidence, self-efficacy, intelligence and ability, economic status etc.
1.4.0. SELF - EFFICACY BELIEFS AND BANDURA'S SOCIAL COGNITIVE THEORY

According to Bandura's (1986) social cognitive theory, individuals possess a self system that enables them to exercise a measure of control over their thoughts, feelings, motivations and actions. This self system provides reference mechanism and a set of sub-functions for perceiving, regulating, and evaluating behavior, which results from the interplay between the system and environmental sources of influence. As such, it serves a self-regulatory function by providing individuals with the capability to influence their own cognitive processes and actions thus alter their environment.

How people interpret the results of their own performance attainments informs and alters their environments and their self-beliefs which, in turn, inform and alter subsequent performances. This is the foundation of Bandura's conception of reciprocal determinism, the view that Personal factors in the form of cognition, affect and biological event Behavior and Environmental influences create interaction that results in a triadic reciprocity.

In general he provided a view of human behavior in which the beliefs that people have about themselves are key elements in the exercise of control and personal agency and in which individuals are viewed both as products and as producers of their own environments and of their social systems Bandura (1986) says,
People evaluate their experiences and thought process through self-reflection.

The belief the people hold about their capabilities powerfully influence the way in which they behave.

People can't accomplish task beyond their capabilities simply by their belief.

For competent functioning individual needs harmony between self-beliefs, proper skills and knowledge.

Hence self-perception of capabilities and self-efficacy beliefs help to stand first and acquire success in life.

1.4.1. SELF-EFFICACY COMPONENT OF SOCIAL COGNITIVE THEORY

The self-beliefs that individuals use to exercise a measure of control over their environments include self-efficacy beliefs—"beliefs in one's capabilities to organize and execute the course of action required to manage prospective situations" (Bandura, 1997)

Because self-efficacy beliefs are concerned with individuals perceived capabilities to produce results and to attain designated types of performance, they differ from related conceptions of personal competence that form the core construct of other theories. To better understand the nature self-efficacy beliefs it may be useful to explain how they are acquired, how they influence motivational and self-regulatory process, and how they differ from similar or related conceptions of self-beliefs.
1.4.2. SOURCES OF SELF-EFFICACY BELIEFS:

a) **Mastery experience** Bandura emphasized that one's mastery experiences are the most influential source of self-efficacy information and has important implications for the self-enhancement model of the academic achievement, which contends that, to increase student's achievement in school, educational efforts should focus on altering students' beliefs of their self-worth or competence. This usually accomplished through programs that emphasize enhancing self-beliefs through verbal persuasion.

b) **Vicarious experience** it is the effect produced by the actions of others. This source of information is weaker than the interpreted results of mastery experiences, but when people are uncertain about their own abilities or have limited prior experience, they become more sensitive to it. A significant model in one's life can help instill self-beliefs that will influence the course and direction that life will take. Part of one's vicarious experience also involves the social comparisons made with other individuals. These comparisons along with peer modeling can be powerful influences on developing self-perceptions of competence (Schunk, 1983).

c) **Verbal persuasions**- individuals also create and develop self-efficacy beliefs as a result of the verbal persuasions they receive from others. Effective persuasions should not be confused with knee-jerk praise or empty inspirational homilies (Bandura, 1997).
This is consistent with Erikson's (1959, 1980) caution that a weak ego is not strengthened by being persistently bolstered and that "children cannot be fooled by empty praise and condescending encouragement". Rather, "a strong ego, secured in its identity by a strong society, does not need, and in fact is immune to any attempt at artificial inflation". Persuaders must cultivate people's beliefs in their capabilities while at the same time ensuring that the envisioned success is attainable. And, just as positive persuasions may work to encourage and empower, negative persuasions can work to defeat and weaken self-beliefs. In fact, it is usually easier to weaken self-efficacy beliefs through negative appraisals than to strengthen such beliefs through positive encouragements (Bandura, 1986).

d) **Physiological states**—such as anxiety, stress, arousal, fatigue, and mood states also provide information about efficacy beliefs. Because individuals have the capability to alter their own thinking, and self-efficacy beliefs Bandura says,

- People live with psychic environment that are primarily of their own making.

- People read themselves and their reading comes to be a realization of the thought and emotional states that individuals have themselves created.
Often people gauge their confidence by the emotional state they experience as they contemplate an action.

When they experience aversive thought and fears about their capabilities it lowers perception of their abilities.

Ultimately he concludes that the process of selection, integration, interpretation, and recollection of information influence judgment of self-efficacy.

1.4.3. EFFICACY - ACTIVATED PROCESSES

Much research has been conducted on the four major psychological processes through which self-efficacy effect human functioning.

a) COGNITIVE PROCESS

The effect of self-efficacy beliefs on cognitive processes takes a variety of forms. Much human behavior, being purposive is regulated by forethought embodying valued goals. Personal goal setting is influenced by self-appraisals of capabilities. The stronger the perceived self-efficacy, the higher goal challenges people set for themselves and the firmer is their commitment to them.

Most courses of action are initially organized in thought, people's belief in their efficacy shapes the types of anticipatory scenario they construct and rehearse. Those who have a high sense of efficacy,
visualize success scenarios that provide positive guides and supports for performance. Those who doubt their efficacy visualize failure scenario and dwell on the many things that can go wrong. It is difficult to achieve much while fighting self-doubt. A major function of thought is to enable people to predict events and to develop ways to control those that affect their lives. Such skills require effective cognitive processing of information that contains many ambiguities and uncertainties. In learning predictive and regulative rules people must draw on their knowledge to constructs options, to weight and integrate predictive factors, to test and revise their judgments against the immediate and distal results of their actions, and to remember which factors they had tested and how well they had worked.

b) MOTIVATIONAL PROCESSES

Self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate them selves and guide their actions anticipatorily by the exercise of forethought. They form beliefs about what they can do, they anticipate likely outcomes of prospective actions. They set goals for themselves and plan course of action designated to realize valued futures.

The three cognitive motivators include casual attributions, outcome expectancies, and cognized goals. People who regard
themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failure to low ability. Motivation based on goals or Personal standards are governed by three types of self influences. They include self-satisfying and self-dissatisfying reactions to one’s performance, perceived self-efficacy for goal attainment and re-adjustment of personal goals based on one’s progress.

c) AFFECTIVE PROCESSES

People’s beliefs in their coping capabilities affect how much stress and depression they experience in difficult situations, as well as their level of motivation. Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies. They view many aspects of their environment as fought with danger. They magnify the severity of possible threats and worry about things that rarely happened. Through such inefficacious thinking they distress themselves and impair their level of functioning. Perceived coping self-efficacy regulates avoidance behavior as well as anxiety arousal. The stronger the sense of self-efficacy the bolder people in taking on taxing threatening activities.

A low sense of efficacy to exercise control produces depression as well as anxiety. It does so in several different ways. One route to
depression is through unfulfilled aspiration. Much human depression is cognitively generated by dejecting ruminative thought. A low sense of efficacy to exercise control over ruminative thought also contribute to the occurrence, duration and recurrence of depressive episodes.

d) SELECTION PROCESSES

People are partly the product of their environment. Therefore, beliefs of personal efficacy can shape the course lives take by influencing the types of activities and environments people choose. People avoid activities and situations they believe exceed their coping capabilities. But they readily undertake challenging activities and select situations they judge themselves capable of handling.

Career choice and development is but one example of the power of self-efficacy beliefs to affect the course of life paths through choice related process. The higher the level of peoples perceived self-efficacy the wider the range of career options they seriously consider, the greater their interest in them, and the better they prepare themselves educationally for the occupational pursuits they choose and the greater is their success.

Occupations structure a good part of people's lives and provide them with a major source of personal growth.

1.4.4 EFFECTS OF SELF-EFFICACY BELIEFS

- It influences motivational and self-regulatory process in several ways.
They influence the choices people make and the courses of action they pursue.

Beliefs of personal competence also help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will prove in the face of adverse situations. The higher the sense of efficacy, the greater the effort, persistence, and resilience.

Efficacy beliefs also influence the amount of stress and anxiety individuals experience as they engage in a task and the level of accomplishment they realize.

Strong self-efficacy beliefs enhance human accomplishment and personal well-being in many ways.

People with a strong sense of personal competence in a domain approach difficult tasks in that domain as challenges to be mastered rather than as dangers to be avoided, have greater intrinsic interest in activities, set challenging goals and maintain a strong commitment to them, heighten their efforts in the face of failure, more easily recover their confidence after failures or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills which they believe they are capable of acquiring.

High self-efficacy helps create feelings of serenity in approaching difficult tasks and activities. Conversely, people with low self-
efficacy may believe that things are tougher than they really are a belief that fosters stress, depression, and a narrow vision of how best to solve a problem. As a result of these influences, self-efficacy beliefs are strong determents and predictors of the level of accomplishments that individuals finally attain. Bandura (1986, 1997) has made the strong claim that beliefs of personal efficacy constitute the key factor of human agency.

- Social reformers strongly believe that they can mobilize the collective effort needed to bring social change.

- Innovative achievements also require sense of efficacy. Innovations require heavy investments of effort over a long period with uncertain results.

1.4.5. SELF-EFFICACY AND CAREER CHOICE

Self-efficacy beliefs influence the choice of adults and career decisions of college students. Undergraduates choose careers in areas in which they feel most competent and avoid those in which they believe themselves less competent or less able to compete.

a) Problem-Based Learning

Connecting learning to its application in the workplace is the goal of problem-based learning (PBL) activities. PBL engages the student in investigating a problem situation for which there is not right or wrong answer. The situation raises concepts and principles relevant to the subject matter that reflect real-life issues of the student’s world. PBL requires observation, investigation, solution building, and resolution by
students who "own the problem" and who must formulate their own solutions. The ill structured problem offers students Opportunities to test their skills and confront the internal and external barriers they may perceive as limiting their successful achievement of a goal or objective.

The instructor's role in PBL learning is that of a coach and facilitator. As such, the instructor may model a behavior, demonstrates a procedure, role play a situation to help students understand a concept, but gradually reduces assistance and transfers the learning responsibility to the student. Observation responses, performance reviews, and other feedback should be given in a way that offers encouragement to the student.

Deficiencies should be presented as avenues for improvement and as a natural part of the learning process.

Brophy (1998) suggested the following strategies for helping students improve self-efficacy beliefs.

1. act more as resource person than a judge

2. Focus more on learning process than on outcomes.

3. React to error as natural and useful parts of the learning process rather than as evidence of failure.

4. Stress effort over ability and personal standards over normative standards when giving feedback

5. Stimulate achievement efforts through primarily intrinsic rather than extrinsic motivational strategies.
b) Community based learning

Community based learning experiences are also forms of contextual learning. Examples include project based workplace learning, apprenticeships, and social directed worksite learning. Community based learning experiences connect school work to career goals by involving students in solving the real-world problems of the business community.

Kellick and Leibowitz ('1998) present six criteria that characterize worksite learning.

1. Learning goals are established through the agreement of the students, teachers and community partners.

2. Projects focus on real-world problems that are of relevance to students and community, and require efforts and persistence over time.

3. Students receive coaching and advice from teachers, employers and community partners, they use the tools and follow practices of experts in the field.

4. Students develop an awareness of the educational requirements of an occupation and of career opportunities in the occupational area.

5. Learning involves the interdisciplinary process of inquiry, investigation, hypothesizing, articulation, collaboration, negotiation, practice and reflection.

6. Achievements are demonstrated through multiple types of assessment.
c) Self-monitoring and self-assessment

Contextual, problem-based, learning practices provide opportunities for students to apply knowledge and skills in the same way they are used in the real world. However their contribution to self-efficacy is embedded in reflection. Self-assessment, peer reviews, performance checklists, journal writing, and portfolio assessments offer students opportunities to make meaning of what they have learned and enhance their career development. The goal of assessment is empowerment. Portfolios that contain students selected works, for example, allow students to reflect on their performances, compare current with prior work, and recognize their potential for continued growth.

Feedback that is directed to a student progress rather than to a comparison with other classmates work offer guidance for future learning rather than discouragement by emphasizing inadequacies.

1.5.0. PERSONALITY

Talents also have a large hereditary component, and some differences in emotional reactivity may be innate. Parents respond differently to babies with differing characteristics. In this way a reciprocal process starts that may exaggerate some of the personality
characteristics present at birth. What happens to the potentialities with which the infant is born depends upon his experiences while growing up. Although all experiences are individual, there are two types of experiences.

a) Common experience

All families in a given culture share certain common beliefs, customs and values. While growing up, the child learns to behave in ways expected by the culture. One of these expectations has to do with sex roles. Most cultures expect different behaviors from males than from females. Sex roles may vary from culture to culture, but it is considered "natural" in any cultural for boys and girls to have predictable Differences in personality merely because they belong to one or the other sex.

Some roles, such as occupations, are of our own choosing. But such roles are also patterned by the culture. Different behaviors are expected from doctors, truck drivers, and artists. That is to some extent. People feel comfortable in an occupation if they behave as others do in that occupation

b) Unique experiences

Each person reacts in his own way to social pressure. Personal differences in behavior may result from biological differences—differences in physical strength, sensitivity, and endurance. They may
result from the rewards and punishments imposed by the parents and
the type of behavior modeled by them. Even though he may not
resemble them, a child shows the influences of his parents.

Personality is a very complex psychological concept, difficult to
define. It is a concept by which we understand and view ourselves.
Normally external appearance and behavior are the main characteristics
which are used to describe personality. Personality varies and can be
seen along a continuum from one extreme to the other in its several
dimensions. Personality is the sum total of characteristics that
differentiates people or the stability in a person's behavior across
different situations. Personality is the entire mental organization of a
human being at any stage of his development. It embraces every phase
of human character, intellect, temperament, skill, morality, and every
attitude that has built the course of one's life.

In terms of occupations, people vary in personality types. In terms
of sheer tolerance. Some can work endlessly; others cannot sustain
themselves through hard work. Matching occupational requirements
with personality characteristics is a very important part of career
guidance.

1.5.1. GUIDANCE NEEDS

"Guidance is a process of helping individuals to understand
themselves and their world".
It is life long continuous process which aims to help individuals to understand their personal characteristics, strengths and weakness of their personality and the social environment with which they interact. The main function of guidance as a helping profession lies in the preparation of youth to meet their problems satisfactorily in the present and future. Guidance also helps individual to develop his unique personality characteristics to promote adjustment and develop decision-making competency.

a) Vocational guidance:

Is a process of assisting the individual to choose an occupation, prepare for it, enter upon, and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career-decisions and choices necessary in effecting satisfactory vocational adjustment. It is essential as there are differences among individuals and differences among occupations open to them.

1.5.2. PERSONALITY FACTORS EFFECTING OCCUPATIONAL CHOICE

A number of personality factors effect occupational of the individual they are

1. intellectual ability

2. aptitudes or special abilities
Theories of career development are of great value as they develop insight into the reasons students are motivated to make certain career choices.

Anne Roe's theory emphasis on childhood determinants of future vocational choice. The family environment and the training given to the child in early years sets the pattern of personality which will play a decisive role in the choice of future career. Rejection, acceptance, dominating and democratic attitudes of parents towards their children lay foundation for certain personality characteristics and these characteristics are important for certain types of occupation.
1.5.3. **PERSONALITY TYPE AND OCCUPATIONAL CHOICE.**

Holland classified six personality types and matched them with occupations.

a) **The mechanical personality type**

Individual is aggressive and likes physical activity. Requires skill, strength, and coordination. Such people prefer engineering, technical and mechanical jobs.

b) **The investigative personality type**

Prefers activities which require thinking, organizing, and understanding rather than feeling or emotion. Such personality types are scientists, in their outlook and can go in for careers which are oriented to research leading from higher studies.

c) **The social personality types**

They like interpersonal interaction rather than intellectual or physical activities. Service professions are best suited for this personality type. They may also consider international affairs, Foreign Service, journalism.

d) **The conventional personality type**

They enjoy activities which are rule regulated, e.g., finance, accounting, banking, actuarial, etc.
e) The enterprising personality type

They influence others and want to have power and status. Administrative services, law, public relations, business management and politics are professions which would be ideally suited.

f) The artistic personality

They are involved in self-expression, artistic creation or emotional activities. Artistic professions are those related to the arts, drawing, painting, music, drama, writing, etc.

Tiedemann and O'Hara's theory said "career development is a process of fashioning a vocational identity through differentiation and integration of the personality as one confronts the problem of work in living".

1.6.0. INTELLIGENCE (MENTAL ABILITY)

The performance of the students in a class is usually judged by their achievement score in the examinations, which is often considered as their academic achievement. This is considered as main basis for admission and promotion of a student to his/her next class. It has also been taken as a criterion even in selection of the individuals into various vocational and professional courses.

Intelligence is, the ability and capacity to learn and carry out abstract thinking to respond appropriately to a new situation.
There are many factors which influence the career choice, among which intelligence is one of the most important factors. Every profession needs a certain level of intellectual abilities without which an individual cannot function efficiently. For selection of the subjects, for selections of courses, in vocational selection, and career choice intellectual abilities remain a significant factors. It has been reported by guidance personnel that children with high intellectual abilities aspire to high-level occupations and duller children are more interested in lower level occupations. Individual aptitudes, influence of schooling, family influences self-concept, values stereotypes and expectations, interests, realities related to different occupations differences in sex, environmental influences also affect occupational choice.

Right choice at right time makes individual life happy. Exact self analysis of ones abilities, ones intelligence bestowed through heredity, healthy mental attitudes, and good personality traits, positive self-efficacy beliefs promote individual in their life and shower success in every walks of life.

Keeping in view the prominence of the variables the researcher has selected the topic “self-efficacy in relation to intelligence, personality and occupational choice among intermediate students” to investigate the relation and effect of the variables.